

CSIBER

ISSN 0974-763X

UGC-CARE Listed Journal

SOUTH ASIAN JOURNAL OF MANAGEMENT RESEARCH (SAJMR)

Listed in UGC-CARE Journals Under Group I

Volume 14, No. 3

July, 2024



**Chhatrapati Shahu Institute of Business
Education & Research (CSIBER)**

(An Autonomous Institute)

University Road, Kolhapur - 416004, Maharashtra State, India.

website : www.siberindia.edu.in

E-mail : editorsajmr@siberindia.edu.in

SOUTH ASIAN JOURNAL OF MANAGEMENT RESEARCH (SAJMR)

ISSN 0974-763X

(An International Peer Reviewed, Referred Research Journal)



Published by
CSIBER Press, Central Library Building

Chhatrapati Shahu Institute of Business Education & Research (CSIBER)

(An Autonomous Institute)

University Road, Kolhapur - 416004, Maharashtra State, India

Phone : 0231-2535706 / 2535707

website : www.siberindia.edu.in

E-mail : editorsajmr@siberindia.edu.in

Chief Patron

Late Dr. A. D. Shinde

Patrons

Dr. R. A. Shinde

President & Managing Trustee, CSIBER, Kolhapur, India

C.A. H. R. Shinde

Secretary & Trustee, CSIBER, Kolhapur, India

Editor

Dr. Pooja M. Patil

CSIBER, Kolhapur, India

Editorial Board Members

Dr. S. P. Rath

Director, CSIBER, Kolhapur, India

Dr. Deribe Assefa Aga

Ethiopian Civil Service University,

Addis Ababa, Ethiopia

Dr. Biswajit Das

KSOM, KIIT, Bhubaneshwar, India

Dr. Yashwant Singh Rawal

Parul University, Vadodara, India

Dr. Yuvraj Sunecher

University of Technology, Mauritius

Dr. Ravinthirakumaran Navaratnam

University of Vavuniya, Sri Lanka

Dr. Nyo Nyo Lwin

Yangon University of Education, Myanmar

Dr. Needesh Ramphul

University of Technology, Mauritius

Dr. K. Arjunan

University of Vavuniya, Sri Lanka

Dr. Amitabye Luximon-Ramma

University of Technology, Mauritius

Superintendent

Mrs. Maithili Santosh

CSIBER, Kolhapur, India

Type Setting & Formatting

Mrs. Vidya Ingawale

CSIBER, Kolhapur, India

C O N T E N T S

Editorial Note

- Glass Ceiling: A study of women in Senior Management roles within the Mauritian Banking Sector**
GUNNOO Leenshya **01-16**
University of Technology Mauritius
MUNGRAH Kooshali
University of Technology Mauritius
- The Status of Inter-Sectorial Physical Infrastructural Integration in Selected Sectors in Addis Ababa City, Ethiopia**
Misiker Negash Bitew **17-29**
Ethiopian Civil Service University, College of Finance, Management and Development, Ethiopia
Admassu Tesso Huluka
Associate Professor in Ethiopian Civil Service University, College of Finance, Management and Development, Ethiopia
- An Examination of the Application of Corporate Governance Principles in the Global Business Sector of Mauritius**
Bhavna MAHADEW **30-37**
Lecturer in Law
University of Technology, Mauritius
- Legal Awareness on Child Trafficking: A Critical Assessment of the Role of Physicians.**
Bhavna MAHADEW **38-44**
Lecturer in Law
University of Technology, Mauritius
- Analyzing the Dynamics of Trade in Services of India**
Arnob Paul **45-59**
Department of Economics,
Rajiv Gandhi University, Arunachal Pradesh, India
Sushanta Kumar Nayak
Professor and Head, Department of Economics,
Rajiv Gandhi University, Arunachal Pradesh, India
- An Empirical Study into the Influence of Brand Image on Smartphone Purchases in Raipur, Chhattisgarh**
Jayant Isaac **60-69**
Associate Professor, Faculty of Management Studies,
The ICFAI University Raipur, India
Rahul Singh
MBA Student, Faculty of Management Studies,
The ICFAI University Raipur, India

A Comparative Journey into Luxury Sportswear Online Buying Trends: With A Special Focus on Pune City. Harshi Garg Research scholar, School of commerce and management, IIMT University, Meerut, Uttar Pradesh, India. Priyank Sharma Associate professor, school of commerce and management, IIMT University, Meerut, Uttar Pradesh, India.	70-77
Factors Affecting Adoption Intention of AI: A Comprehensive Review with Bibliometric Analysis Purva Kansal Professor, University Business School, Panjab University, Chandigarh, India Apoorva Dawara Research Scholar, University Business School, Panjab University, Chandigarh, India	78-92
Does Perceived Service Quality of Airlines Influence Passenger Satisfaction? An Empirical Investigation Ranjit Roy Research Scholar, Department of Commerce, Assam University, Silchar, Assam, India Kingshuk Adhikari Associate Professor, Department of Commerce, Assam University, Silchar, Assam, India	93-102
Identification of Factors Influencing Retail Investors Perception for Investment in Mutual Funds Smarajit Sen Gupta Assistant Professor, Eastern Institute for Integrated Learning In Management, Kolkata, India Sarmistha Biswas Associate Professor, Eastern Institute for Integrated Learning In Management, Kolkata, India	103-115
Impact of Workplace Ostracism on Organizational Culture among Academicians in ED Tech Startups: A Comprehensive Analysis Surbhi Jain PhD Scholar, Amity Institute of Psychology and Social Sciences, Amity University, Noida, Uttar Pradesh, India. Mamata Mahapatra Professor & PhD Supervisor, Amity Institute of Psychology and Social Sciences, Amity University, Noida, Uttar Pradesh, India.	116-124
Empowering Rural Women through ORMAS and Transformation by Mission Shakti in Odisha Kailash Chandra Dash PhD. Research Scholar Department of Business Administration, Sambalpur University, Burla, Odisha, India Tushar Kanti Das Professor and Head, Department of Business Administration, Sambalpur University, Burla, Odisha, India	125-133

Social Sell: How Retail Merchants wield Social Media to persuade the Customers 134-144
Shobin Mathew

Research Scholar, Dept of Journalism and Science Communication, Madurai Kamaraj University, Madurai, Tamil Nadu, India.

S. Jeneffa

Professor and Head, Department of Journalism and Science Communication, School of Linguistics and Communication, Madurai Kamaraj University, Madurai, Tamil Nadu, India

Short Term Impact of Acquisition on Stock Returns- A Study Based on BSE Listed Select Companies In India

Subhajit Bhadra

Ph.D. Research Scholar, Department of Management and Marketing, West Bengal State University, West Bengal, India.

145-154

Ashoke Mondal

Ph.D. Research Scholar, Department of Management and Marketing, West Bengal State University, West Bengal, India.

Impact of Workplace Ostracism on Organizational Culture among Academicians in ED Tech Startups: A Comprehensive Analysis

Surbhi Jain

PhD Scholar, Amity Institute of Psychology
and Social Sciences, Amity University,
Noida, Uttar Pradesh, India.

Mamata Mahapatra

Professor & PhD Supervisor, Amity Institute
of Psychology and Social Sciences, Amity
University, Noida, Uttar Pradesh, India.

Abstract:

Workplace ostracism, defined as the experience of being excluded, ignored, or socially isolated by colleagues, has significant implications for employee well-being and organizational outcomes. This research paper explores the relationship between workplace ostracism and organizational culture among academicians working in educational technology (Ed Tech) startups. The study employs a quantitative methods approach, utilizing quantitative surveys, to gather comprehensive data from academicians in Ed Tech startups. The primary objectives are to assess the prevalence of workplace ostracism, examine organizational culture in mitigating or exacerbating ostracism experiences. The quantitative phase involves surveying a sample of academicians to measure the incidence and perceived impact of workplace ostracism. The survey also assesses various aspects of organizational culture, such as openness, collaboration, supportiveness, and inclusivity. Statistical analyses, including correlation and regression analysis, will be conducted to identify relationships between workplace ostracism and organizational culture. The findings from this study will contribute to the existing literature by shedding light on the prevalence and impact of workplace ostracism in the specific context of Ed Tech startups. Furthermore, it will provide insights into the role of organizational culture as a potential buffer or exacerbator of workplace ostracism among academicians. The results will have practical implications for organizations in the Ed Tech sector, informing the development of strategies and interventions aimed at creating inclusive work environments that foster employee well-being, satisfaction, and productivity.

Originality: Present study is an original research work.

Keywords: Workplace Ostracism, Organizational Culture, Academicians, Ed Tech Startups.

Introduction

In the rapidly evolving field of educational technology (Ed Tech) startups, academicians play a crucial role in developing innovative solutions to enhance learning experiences. However, the unique dynamics of these startups and their organizational cultures can impact the experiences of academicians within the workplace. One significant challenge that academicians may face is workplace ostracism, which refers to the act of excluding or ignoring individuals within a professional setting.

Workplace ostracism, a phenomenon encompassing exclusion, neglect, and the silent treatment within the professional sphere, is an intricate issue that significantly impacts the well-being and productivity of academicians. In the unique context of Ed Tech startups, where the fusion of education and technology propels innovation, the relationship between workplace ostracism and organizational culture among academicians assumes particular importance. This introduction explores the multifaceted dimensions of workplace ostracism, its potential prevalence among academic professionals in Ed Tech startups, and the interconnectedness of this phenomenon with the prevailing organizational culture.

The academic landscape is undergoing a transformative shift with the emergence of Ed Tech startups, where the convergence of education and technology promises groundbreaking advancements. However, amidst the fervor of innovation, the intricate dynamics of workplace interactions come to the fore. Workplace ostracism, often subtle and insidious, can erode the collaborative spirit crucial for academic progress. As academicians navigate the complex terrain of Ed Tech startups, understanding the relationship between workplace ostracism and organizational culture becomes paramount for fostering a conducive work environment.

To comprehend the nuanced connection between workplace ostracism and organizational culture, it is imperative to define and contextualize these concepts within the academic realm of Ed Tech startups. Ostracism, as described by Ferris, Brown, Berry, and Lian (2008), involves the "deliberate exclusion of an individual or individuals from the workplace social network by other organizational members." This exclusionary behavior

manifests through subtle acts such as ignoring, excluding from social events, or withholding information, creating a sense of isolation and undermining the targeted individual's sense of belonging within the workplace.

In the context of academic professionals within Ed Tech startups, the implications of workplace ostracism can extend beyond personal well-being to impact collaborative efforts, innovation, and ultimately the success of the organization. Scholars such as Robinson, O'Reilly, and Wang (2013) emphasize the detrimental effects of ostracism on employee morale, job satisfaction, and overall organizational performance. Understanding the intricacies of workplace ostracism is crucial for Ed Tech startups striving to create environments that foster creativity, collaboration, and sustained academic excellence.

The organizational culture of Ed Tech startups serves as the backdrop against which workplace ostracism unfolds. Organizational culture, as defined by Schein (1992), represents the "shared basic assumptions, values, and beliefs that characterize an organization." In the context of Ed Tech startups, where the synergy of academia and technology prevails, the organizational culture becomes a potent force shaping the behaviors, norms, and interactions of academicians. The organizational culture influences how individuals perceive, interpret, and respond to workplace dynamics, thus playing a pivotal role in either mitigating or inadvertently fostering workplace ostracism.

The interplay between workplace ostracism and organizational culture is underscored by the potential existence of a significant relationship and positive correlation among academicians in Ed Tech startups. As highlighted by Duffy, Ganster, and Pagon (2002), a positive correlation indicates that as instances of workplace ostracism increase, specific traits or characteristics within the organizational culture become more pronounced. This correlation prompts a critical examination of the cultural elements that might inadvertently contribute to or deter workplace ostracism within the unique ecosystem of Ed Tech startups.

Ed Tech startups, by nature, embody a fusion of academic rigor and technological innovation. The academic professionals within these startups are at the forefront of reshaping educational paradigms. However, the positive correlation between workplace ostracism and organizational culture suggests that the organizational culture might inadvertently hinder or facilitate the collaborative efforts of these academicians. The prevalence of ostracism can act as a barometer, reflecting the inclusivity or exclusivity embedded in the organizational culture, influencing the academic professionals' experiences within Ed Tech startups.

Intriguingly, the academic realm within Ed Tech startups is not exempt from the broader discourse on workplace ostracism. Researchers such as Andersson and Pearson (1999) argue that ostracism can be more harmful than overt aggression because it is difficult to detect and can have lasting psychological effects. The potential implications of workplace ostracism within Ed Tech startups extend beyond individual experiences, touching the core of organizational effectiveness and the ability to attract and retain top academic talent.

This introduction lays the foundation for a comprehensive exploration of the relationship between workplace ostracism and organizational culture among academicians in Ed Tech startups. It underscores the significance of understanding workplace ostracism within the broader context of organizational culture and its potential impact on the innovative and collaborative endeavors of academic professionals. The subsequent sections will delve into the specific dimensions of this relationship, examining how organizational culture influences the prevalence of workplace ostracism and proposing strategies to foster inclusive cultures within Ed Tech startups.

Purpose of the Study

The purpose of researching workplace ostracism and organizational culture among academicians in Ed tech startups is to gain a deeper understanding of the dynamics and impact of these factors on employees and the organization as a whole. Overall, the research aims to shed light on the relationship between workplace ostracism and organizational culture within Ed tech startups. By understanding these dynamics, organizations can foster a positive work environment, enhance employee satisfaction and engagement, and ultimately improve organizational performance.

Methodology

- *Objective of the Present Study*
To study the association between workplace ostracism and organizational culture among academicians of EdTech Startups.
- *Hypotheses of the Study*
There will be a significant relationship between workplace ostracism and organizational culture among academicians of EdTech startups.

- *Research Design*
A Correlational design was used for the present study.
- *Participants*
A sample of 200 participants working in the EdTech sector belonging to the age group 30-45 years having a minimum of 5 years of experience were taken from the Delhi NCR region. All the participants taken for the present study have masters as their minimum qualification.
- *Tools Used*
Workplace Ostracism Scale (2008): Workplace Ostracism (Ferris et al., 2008) is a uni-dimensional scale comprising 10 items. This is a five-point Likert type scale ranging from 1 (strongly disagree) to 5 (strongly agree). Some sample items are “others avoided you at work”, “others at work stopped talking to you”; “others refused to talk to you at work”. The cronbach alpha of this scale is 0.90. Though no study based on workplace ostracism conducted in the Indian context, it has been studied abroad in an organizational set up (Williams, 2007; Wu, Yim, Kwan, & Zhang, 2012).
Organizational Culture Questionnaire (2009): This questionnaire was developed and standardized by Singh & Mishra (2009) to measure the organizational culture. This is a ve point Likert-type rating scale having a total of 18 items. The 18 items which were related to the following areas- pressure, engagement, freedom and challenging work. Each statement has ve response alternatives, namely, strongly agree, agree, undecided, disagree, and strongly disagree. The items of the scale were framed in such a way that they can be used for measuring the organizational culture.
- *Procedure*
For the collection of the data, all the participants were individually contacted and rapport was established with the participants by making them feel comfortable. After the establishment of rapport, the questionnaire was handed over to the participants. After the completion of the questionnaires, questionnaires were taken back and the participants were thanked for their precious time devoted and for the cooperation. The data was analyzed with the help of Pearson product moment correlation.
- *Statistical Analyses*
For attaining the objective of the present study, collected data was recorded for the statistical analysis. A Pearson product moment correlation was used for attaining the objectives of the study.

Results and Discussion

Table 1: Demographic Details of Participants

Demographic Details	Participants
Total participants	200
Gender	
-Male	100
-Female	100
Work experience (years)	Minimum 5
Location	Delhi NCR
Age Group	30-40
Minimum Educational Qualification	Masters

Table 2: Descriptive Statistics of Workplace Ostracism and Organisational Culture

		WO	OC
N	Valid	200	200
	Missing	0	0
Mean		22.000	49.020
Median		20.000	48.000
Mode		20.0	48.0
Std. Deviation		6.3086	2.3595
Range		24.0	8.0

Table 2 shows the descriptive statistics of work ostracism and organizational culture. In this table, we can see mean values of work ostracism (Mean = 22.00; Median = 20.00; Mode= 20.00; SD = 6.3086; Range= 24.00) and organizational culture ((Mean = 49.020; Median = 48.00; Mode= 48.00; SD = 2.3595; Range= 8.00). Rest of the results is shown in table 3.

Table 3: Showing Inter Correlational Matrix between Workplace Ostracism and Organizational Culture (N=200)

		WO	OC
WO	Pearson Correlation	1	.672**
	Sig. (2-tailed)		.000
	N	200	200
OC	Pearson Correlation	.672**	1
	Sig. (2-tailed)	.000	
	N	200	200
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3 shows the correlation between workplace ostracism and organizational culture. To investigate the association between variables and to check whether the variables are significantly related with each other, Pearson correlation was applied. In the present study, we have found significant relationship between workplace ostracism and organizational culture. Also, there is a positive correlation found between workplace incivility and organizational culture at .01 level which clearly states that workplace ostracism involves the exclusion or neglect of individuals within the work environment. A positive correlation implies that as instances of workplace ostracism increase among academicians in Ed Tech startups, there is a concurrent tendency for specific cultural traits or characteristics to be pronounced within the organization. Unraveling this correlation provides valuable perspectives on the intertwined nature of social dynamics and organizational culture. Firstly, the positive correlation suggests that the organizational culture within Ed Tech startups plays a significant role in shaping patterns of workplace ostracism. If the culture fosters competition over collaboration, individualism over teamwork, or fails to prioritize inclusivity, it may inadvertently contribute to an environment where ostracism becomes prevalent. Moreover, this correlation emphasizes the need to view workplace ostracism as a symptom rather than an isolated issue. The positive correlation, implies that addressing ostracism necessitates a comprehensive approach that considers the broader organizational context. Ed Tech startups need to delve into the roots of ostracism, recognizing and rectifying cultural elements that may be fostering exclusionary behaviors. In the realm of academia within Ed Tech startups, where collaboration and knowledge-sharing are integral, the positive correlation between workplace ostracism and organizational culture signals potential impediments to achieving the collaborative spirit necessary for innovation. A culture that values every academician's contribution, promotes open communication, and discourages exclusionary practices becomes imperative for the sustained success of Ed Tech startups. Furthermore, the correlation between workplace ostracism and organizational culture highlights the impact on the well-being and job satisfaction of academicians. Continuous experiences of ostracism can lead to feelings of isolation, anxiety, and diminished morale among employees. In the competitive landscape of Ed Tech startups, where attracting and retaining top talent is crucial, addressing workplace ostracism becomes pivotal for maintaining a motivated and engaged academic workforce. In conclusion, the significant relationship and positive correlation between workplace ostracism and organizational culture among academicians in Ed Tech startups illuminate the intricate interplay between social dynamics and the broader organizational context.

Implications of the Study

Addressing this correlation requires proactive measures aimed at fostering a more inclusive organizational culture. Ed Tech startups should prioritize creating environments that celebrate diversity, encourage open communication, and establish clear norms against exclusionary practices. Leadership plays a pivotal role in shaping and modeling inclusive behavior, setting the tone for the entire organization. Furthermore, there is a need for targeted interventions in organizational culture. Initiatives such as diversity and inclusion training, mentorship programs, and transparent communication channels can serve as effective tools in mitigating workplace ostracism. By aligning the organizational culture with values that champion collaboration, respect, and inclusivity, Ed Tech startups can cultivate an environment where ostracism is less likely to thrive. Addressing workplace ostracism requires a concerted effort to reshape organizational culture, fostering an

environment where inclusivity and collaboration are not just encouraged but embedded in the core values. By recognizing the cultural factors that contribute to ostracism, Ed Tech startups can create a workplace that not only supports the well-being of academicians but also cultivates a foundation for sustained success and innovation in the competitive landscape of educational technology.

The research paper may contribute to raising awareness about the issue of workplace ostracism among academicians in Ed tech startups. By highlighting the impact of ostracism on employees and organizational culture, it can provide valuable insights to both academics and practitioners in the field.

The findings of the research can help organizations identify areas of improvement in their organizational culture. Understanding the factors contributing to workplace ostracism can enable them to develop strategies to foster a more inclusive and supportive work environment.

Addressing workplace ostracism can have positive implications for employee well-being, job satisfaction, and overall performance. Creating an inclusive culture can enhance engagement and productivity among academicians, leading to better outcomes for the organization.

Limitations of the Study

The research paper's findings may be limited to the specific context of Ed tech startups and academicians. The dynamics of workplace ostracism and organizational culture can differ across industries, job roles, and organizational structures. Therefore, caution should be exercised when applying the findings to other contexts.

The research paper's limitations include a small sample size or potential biases in participant selection, which can impact the generalizability of the results. The study only focuses on a specific region or a handful of organizations, thus the findings may not reflect the experiences of academicians in other locations or organizations.

The research paper's methodology, such as the data collection techniques or measurement tools used, can also introduce limitations. The chosen research design and statistical analyses may also have limitations that affect the validity and reliability of the results.

Establishing a causal relationship between workplace ostracism and organizational culture can be challenging. The research paper may provide evidence of an association, but determining the direction of causality or the underlying mechanisms requires further investigation.

The research paper's findings are based on data collected during a specific timeframe and may not account for potential changes in organizational culture or workplace dynamics over time. Additionally, contextual factors such as industry trends, market conditions, or technological advancements may influence the study's relevance and generalizability.

It is important to consider these implications and limitations while interpreting the research paper's findings and applying them to real-world situations. Further research and replication studies can help address some of these limitations and provide a more comprehensive understanding of workplace ostracism and organizational culture among academicians in Ed tech startups.

Conclusion

The exploration of workplace ostracism among academicians in Ed Tech startups and its intricate relationship with organizational culture unveils profound insights into the dynamics shaping the work environment in these innovative educational settings. This conclusion synthesizes key findings, reflects on the implications of workplace ostracism within Ed Tech startups, and underscores the imperative for cultivating inclusive organizational cultures.

Workplace ostracism, as illuminated by Ferris et al. (2008), encompasses the deliberate exclusion of individuals from the social fabric of the workplace. In the context of academicians in Ed Tech startups, the silent treatment, subtle exclusion, and neglect manifest as potent barriers to collaboration, innovation, and overall organizational success. The positive correlation between workplace ostracism and organizational culture highlights the symbiotic relationship between individual experiences and the broader cultural context.

One of the fundamental insights gleaned from the exploration of workplace ostracism among academicians in Ed Tech startups is the interconnectedness between organizational culture and the prevalence of ostracism. As emphasized by Schein (1992), organizational culture represents shared assumptions, values, and beliefs that shape the behaviors and interactions within an organization. In the context of Ed Tech startups, where the fusion of academia and technology catalyzes innovation, the organizational culture becomes a critical factor influencing the experiences of academic professionals.

The positive correlation between workplace ostracism and organizational culture, as suggested by Duffy et al. (2002), implies that the cultural fabric of Ed Tech startups plays a pivotal role in either mitigating or inadvertently fostering ostracism. The organizational culture becomes a lens through which academicians interpret their workplace interactions, influencing their sense of inclusion, belonging, and overall job satisfaction. As the culture becomes more pronounced, so too does the potential for workplace ostracism, creating a ripple effect that resonates throughout the organization.

This correlation prompts a nuanced examination of the cultural elements within Ed Tech startups that may contribute to or deter workplace ostracism. The unique ecosystem of Ed Tech startups, characterized by a blend of academic rigor and technological innovation, necessitates a keen understanding of the organizational culture's impact on interpersonal dynamics. The academic professionals within these startups are not only contributors to knowledge but also active participants in shaping the cultural norms that govern their work environment.

The prevalence of workplace ostracism within Ed Tech startups can act as a barometer, reflecting the inclusivity or exclusivity embedded in the organizational culture. Andersson and Pearson (1999) argue that ostracism, often subtle and difficult to detect, can be more harmful than overt aggression. In the context of academic professionals with a minimum of 5 years of work experience and a master's qualification, the potential negative repercussions of workplace ostracism are magnified. These experienced professionals, vital for the success of Ed Tech startups, bring a wealth of knowledge and expertise that can be stifled in an environment tainted by ostracism.

The academic realm within Ed Tech startups, poised at the intersection of education and technology, demands a culture that nurtures collaboration, creativity, and a sense of belonging. Workplace ostracism becomes a hindrance to these aspirations, inhibiting the free flow of ideas and impeding the collaborative efforts necessary for innovation. The positive correlation indicates that addressing workplace ostracism necessitates a strategic and cultural shift within Ed Tech startups, aligning the organizational culture with values that champion inclusivity and collaboration.

Furthermore, the positive correlation accentuates the impact of workplace ostracism on the well-being and job satisfaction of academic professionals. As Robinson et al. (2013) highlight, ostracism can lead to diminished morale, decreased job satisfaction, and overall negative effects on organizational performance. In Ed Tech startups, where attracting and retaining top talent is paramount for sustained success, the well-being of academic professionals becomes integral to organizational effectiveness.

The imperative for Ed Tech startups lies not only in recognizing the correlation between workplace ostracism and organizational culture but also in taking proactive measures to foster inclusive cultures. The organizational culture should not merely be a reflection of existing norms but a deliberate creation that aligns with the values of collaboration, respect, and inclusivity. Leadership within Ed Tech startups becomes instrumental in modeling inclusive behavior, setting the tone for the entire organization.

Interventions to mitigate workplace ostracism can encompass various initiatives, drawing on the recommendations of scholars in the field. Diversity and inclusion training programs can sensitize employees to the nuances of workplace interactions, fostering a greater understanding of the impact of their behaviors on colleagues. Mentorship programs can provide avenues for support and guidance, creating a sense of community and reducing feelings of isolation. Transparent communication channels, as suggested by Duffy et al. (2002), can be instrumental in addressing concerns and ensuring that all voices are heard within the organization.

In conclusion, the exploration of workplace ostracism and organizational culture among academicians in Ed Tech startups sheds light on the nuanced interplay between individual experiences and the broader cultural context. The positive correlation underscores the significance of cultivating inclusive cultures that not only deter workplace ostracism but also foster an environment conducive to innovation and academic excellence. As Ed Tech startups navigate the evolving landscape of education and technology, the recognition of workplace ostracism as a pivotal concern necessitates a commitment to reshaping organizational cultures, creating spaces where academic professionals thrive and contribute to the transformative potential of these innovative ventures.

References

- Agarwal, M. (2020).** Impact of Workplace Ostracism on Workplace Behaviour Among Staff of Select Universities in India [Doctoral dissertation, Dayalbagh Educational Institute (Deemed to be University)].
- Ahmed, U., Abdul Majid, A. H., & Mohd Zin, M. L. (2017).** HR Moderating HR: Critical link between Developmental HR Practices and work engagement in a Moderated Model. *Journal of Business and Psychology*, 32(4), pp. 379-391.
- Al-Atwi, A. (2017).** Pragmatic impact of workplace ostracism: Toward a theoretical model. *Revista Europea de Dirección y Economía de la Empresa*, 26, pp. 35-47.
- Al-Atwi, A. A., Cai, Y., & Amankwah-Amoah, J. (2021).** Workplace ostracism, paranoid employees and service performance: A multilevel investigation. *Journal of Management Psychology*, 36(2), pp. 121-137.
- Anasori, E., Bayighomog, S. W., De Vita, G., & Altinay, L. (2021).** The mediating role of psychological distress between ostracism, work engagement, and turnover intentions: An analysis in the Cypriot hospitality context. *International Journal of Hospitality Management*, 94, 102829.
- Ashraf, M. N., Mangi, R. A., & Laghari, M. K. (2020).** Study of workplace ostracism, employee engagement and interacting effect of psychological capital (PSCAP): A conservation of resources theory perspective. *International Journal of Academic Research in Business and Social Sciences*, 10(9), pp. 260-275.
- Bakker, A. B., & Demerouti, E. (2017).** Job demands-resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(2), pp. 273-285.
- Bakker, A. B., & van Wingerden, J. (2021).** Do personal resources and strengths use increase work engagement? The effects of a training intervention. *Journal of Occupational Health Psychology*, 26(1), pp. 20–30.
- Balliet, D., & Ferris, L. (2013).** Ostracism and prosocial behavior: A social dilemma perspective. *Organizational Behavior and Human Decision Processes*, 120, pp.298–308.
- Bhatt, B., & Rana, N. (2023).** Workplace ostracism and contextual performance: The moderating effects of self-efficacy. *Gyan Management: An International Bi-Annual Refereed Journal of Management and Technology*, 17(1), pp. 1-7.
- Brinda, V. B., & Iswarya, M. (2022).** Impact of Workplace Ostracism on Affective Commitment. *International Journal of Advance Research and Innovative Ideas in Education*, 8(4), pp. 1-8.
- Chan, X. W. C., Kalliath, T., Brough, P., O'Driscoll, M., Siu, O. L., & Timms, C. (2017).** Self-efficacy and work engagement: Test of a chain model. *International Journal of Manpower*, 38(6), pp. 819-834.
- Choi, Y. (2020).** A study of the influence of workplace ostracism on employees' performance: moderating effect of perceived organizational support. *European Journal of Management and Business Economics*, 29(3), pp.333-345.
- Chung, Y. W., & Yang, J. Y. (2017).** The mediating effects of organization-based self-esteem for the relationship between workplace ostracism and workplace behaviors. *Baltic Journal of Management*, 12(2), pp.255-270.
- Costantini, A., Ceschi, A., Viragos, A., Paola, F.D. and Sartori, R. (2019).** The role of a new strengthbased intervention on organisation-based self-esteem and work engagement: a three-wave intervention study. *Journal of Workplace Learning*, 31(3), pp.194-206.
- De Clercq, D., Haq, I. U., & Azeem, M. U. (2019).** Workplace ostracism and job performance: Roles of self-efficacy and job level. *Personnel Review*, 48(1), pp. 184-203.
- Deo, T. D. (2018).** Employee engagement in VUCA period by means of employer branding in Indian IT industry. *IOSR Journal of Business and Management*, 22, pp. 22-27.
- Egwuonwu, I., & Marius, U. (2018).** Employee Engagement: A Competitive Advantage for Organizations. *SSRG International Journal of Humanities and Social Science*, 5(5), pp. 18-23.
- Ferris, D. L., Brown, D. J., Berry, J. W., & Lian, H. (2008).** The development and validation of the workplace ostracism scale. *Journal of Applied Psychology*, 93, pp. 1348-1366.
- Ferris, D. L., Lian, H., Brown, D. J., & Morrison, R. (2015).** Ostracism, self-esteem, and job performance: When do we self-verify and when do we self-enhance? *Academy of Management Journal*, 58, pp. 279-297.

- Fox, S., & Stallworth, L. E. (2005).** Racial/ethnic bullying: Exploring links between bullying and racism in the US workplace. *Journal of Vocational Behavior*, 66, pp. 438-456.
- Guttsell, J. (2017).** 'A loving provision'? How former Jehovah's Witnesses experience shunning practices (Master's thesis). Faculty of Law & Criminology, Vrije Universiteit Brussel.
- Hahn, H.J., & Mathews, M.A. (2018).** Learning behaviors as a linkage between organization-based self-esteem and in-role performance. *Journal of Management and Organization*, pp. 1-16.
- Haldorai, K., Kim, W. G., Phetvaroon, K., & Li, J. (J.). (2020).** Left out of the office “tribe”: The influence of workplace ostracism on employee work engagement. *International Journal of Contemporary Hospitality Management*, 32(8), pp. 2717–2735.
- Hamid, S. (2019).** The Strategic Position of Human Resource Management for Creating Sustainable Competitive Advantage in the VUCA World. *Journal of Human Resources Management and Labor Studies*, 7.
- Harvey, M., Moeller, M., Kiessling, T., & Dabic, M. (2018).** Ostracism in the workplace: ‘Being voted off the island’. *Organizational Dynamics*. Advance online publication.
- Heuven, E., Schaufeli, W., & Huisman, N. (2006).** The role of self-efficacy in performing emotion work. *Journal of Vocational Behavior*, 69, pp. 222-235.
- Hitlan, R. T., Clifton, R. J., & DeSoto, C. (2006).** Perceived exclusion in the workplace: The moderating effects of gender on work-related attitudes and psychological health. *North American Journal of Psychology*, 8(2), pp. 217-236.
- Leung, A. S. M., Wu, L. Z., Chen, Y. Y., & Young, M. N. (2011).** The impact of workplace ostracism in service organizations. *International Journal of Hospitality Management*, 30(4), pp. 836-844.
- Lisbona, A., Palaci, F., Salanova, M., & Frese, M. (2018).** The effects of work engagement and self-efficacy on personal initiative and performance. *Psicothema*, 30(1), pp. 89-94.
- Liu, H., & Xia, H. (2016).** Workplace Ostracism: A Review and Directions for Future Research. *Journal of Human Resource and Sustainability Studies*, 4, pp. 197-201.
- Nusannas, I. S., Yuniarsih, T., Disman, Sojanah, J., Mutmainnah, D., & Rahayu, M. (2020).** Effect of self-efficacy and employee engagement on employee performance in the COVID-19 pandemic era (study at a national private bank in Bandung). *DLSU Business & Economics Review*, 29(2).
- Oberaia, H. (2021).** Exploring the Invisible Pain of Workplace Ostracism: Its Outcomes & Coping Mechanism. *Turkish Journal of Computer and Mathematics Education*, 12(5), pp. 791-796.
- Pierce, J. L., Gardner, D. G., Cummings, L. L., & Dunham, R. B. (1989).** Organization based self-esteem: Construct definition, measurement, and validation. *Academy of Management Journal*, 32, pp. 622-648.
- Robinson, S. L., O'Reilly, J., & Wang, W. (2013).** Invisible at work: An integrated model of workplace ostracism. *Journal of Management*, 39, pp. 203-231.
- Rotich, R. K. (2016).** The Impact of Organizational-Based Self Esteem on Work Engagement among State Corporations Employees in Kenya. *European Journal of Business and Management*, 8(15), 114.
- Samo, A. H., Khan, S., Ali, N., & Ali, S. (2019).** The impact of workplace ostracism on stress and employee engagement. *Isletme Arastirmalari Dergisi-Journal of Business Research-Turk*, 11(4), pp.3471-3484.
- Sarwar, A., Abdullah, M. I., Sarfraz, M., & Imran, M. (2019).** Collaborative effect of workplace ostracism and self-efficacy versus job stress. *Journal of Entrepreneurship, Management and Innovation*, 15, pp. 107-137.
- Schaufeli, W. B., & Salanova, M. (2007).** Work engagement: An emerging psychological concept and its implications for organizations. In S. W. Gilliland, D. D. Steiner, & D. P. Skarlicki (Eds.), *Research in social issues in management: Managing social and ethical issues in organizations* (Vol. 5, pp. 135-177). Information Age Publishers.
- Shaikh, N. A., Talreja, K. R., & Imran, M. (2022).** Exploring the impact of workplace ostracism on work engagement: Examining the intervening role of psychological empowerment. *Journal of Social Sciences Advancement*, 3(4), pp. 230–239.
- Steinbauer, R., Renn, R. W., Chen, H. S., & Rhew, N. (2018).** Workplace ostracism, self-regulation, and job performance: Moderating role of intrinsic work motivation. *Journal of Social Psychology*, 158(6), pp. 767-783.

Takhsha, M., Barahimi, N., Adelpanah, A., & Salehzadeh, R. (2020). The effect of workplace ostracism on knowledge sharing: The mediating role of organization-based self-esteem and organizational silence. *Journal of Workplace Learning*, 32(6), pp. 417-435.

Tan, N., Yam, K. C., Zhang, P., & Brown, D. J. (2021). Investigating The Impact of Workplace Ostracism on Work Engagement While Focusing on Mediation Effect of Organizational Based Self-Esteem and General Self-Efficacy. *The International Journal of Indian Psychology*, 1513, ISSN 2348-5396 (e)| ISSN: 2349-3429 (p).

Wang, L. M., Lu, L., Wu, W. L., & Luo, Z. W. (2023). Workplace ostracism and employee wellbeing: A conservation of resource perspective. *Frontiers in Public Health*, 10, 1075682.

Xu, X., Kwan, H. K., & Li, M. (2020). Experiencing workplace ostracism with loss of engagement. *Journal of Managerial Psychology*, 35(7/8), pp. 617-630.

Zhang, R., Kang, H., Jiang, Z., & Niu, X. (2022). How does workplace ostracism hurt employee creativity? Thriving at work as a mediator and organization-based self-esteem as a moderator. *Applied Psychology*, 72.